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High School News Service REPORT

Volume 13 Number 3 *November 1969*

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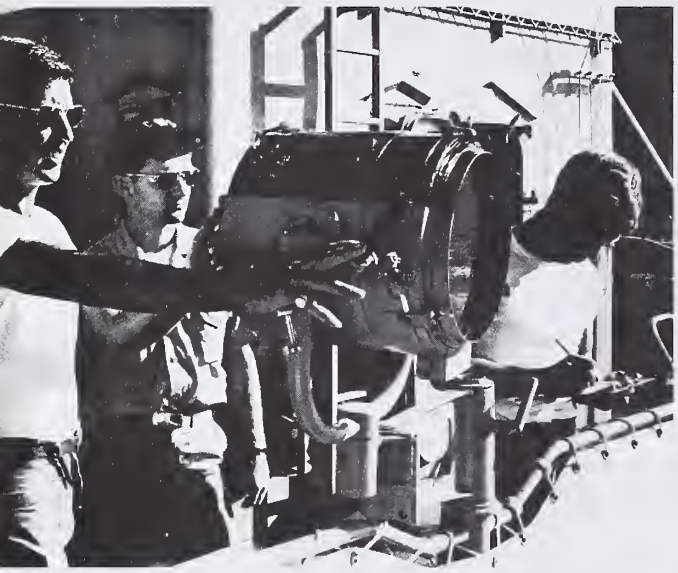
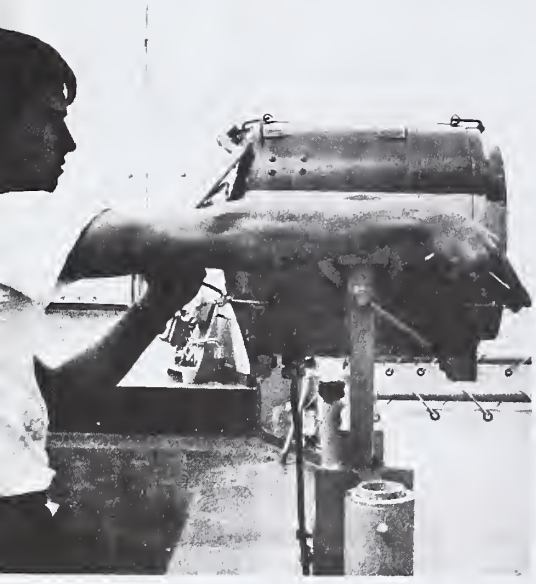


Unspoken Words

by Seaman Bill Honerkamp



SIGNALMAN 2nd Class Gregory Smith looked out over the rail and squinted at the sinking light on the distant ship. Then he dictated to a seaman who was taking down the message.

From the top deck of the destroyer USS *Robert Wilson* (DD 847), Petty Officer Smith and half a dozen other Navymen were busy with the routine messages flashing among the ships of Destroyer Division 362 on Yankee Station.

They were performing a job that is one of the oldest in the sea service —and one of the most important— communication between ships at sea.

As signalmen they have to be fast, accurate and versatile.

They work with semaphores, blinker lights and the flag hoist— all traditional Navy tools of the trade. Even in today's age of electronics, the Navy still uses these time-honored devices except during heavy weather, when visual signaling becomes impossible.

"Two reasons," said Signalman 1st Class John H. Chamberlin. "First, the signals are international. We can talk with just about any ship in the world.

"Security is the second reason," Chamberlin continued. "At more than three miles, the flag hoist becomes unreadable. Even with excellent visibility, our flashing lights can't be read from more than 10 miles away."

That makes the Navy signaling devices ideal for squadron or convoy communications where ships travel relatively close together. Prying eyes on distant ships simply can't make out the messages.

WHEN OPERATING in an enemy area where a flashing light might betray the position of their destroyer, the crew uses infrared blinkers.

Signalman 1st Class John C. Baldwin explained that infrared light

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can't be seen with the naked eye, but with a special receiving unit the rays can be detected and read.

Further security includes the use of codes when hush-hush information is passed between ships. "We just send or receive the signals; we don't know what they say," Baldwin said. "All coded messages are taken down to Radio where the crypto men break them."

Colored lenses for the signal lamps also play a role on the signal bridge. Besides reducing the brilliancy of the white light, they are color-coded for different types of operations.

Amber lenses are used when destroyers or small ships are operating together; red indicates the ship is working with a carrier; green is used when river flotilla forces are involved.

"Whenever we can, we like to use the semaphores, though," Baldwin commented. "They're much faster. A man on the light can send six to 10 words a minute; with the flags, a good man can hit up to 20 words a minute."

Because of limited range, the ships have to be within a couple of miles of each other or in port before the signalmen break out the bright red and yellow semaphore flags.

THE FLAG HOIST has a number of uses, but on the business end, the signalmen run up flags and pennants that announce everything from gunnery exercises to divine services.

Then there's protocol. Part of the crew's job is to render honors to senior U. S. ships, to ships of other countries and to flag officers. They also set up the rainbow colors of dress ship at least four times a year on such special occasions as Independence Day or Washington's birthday.

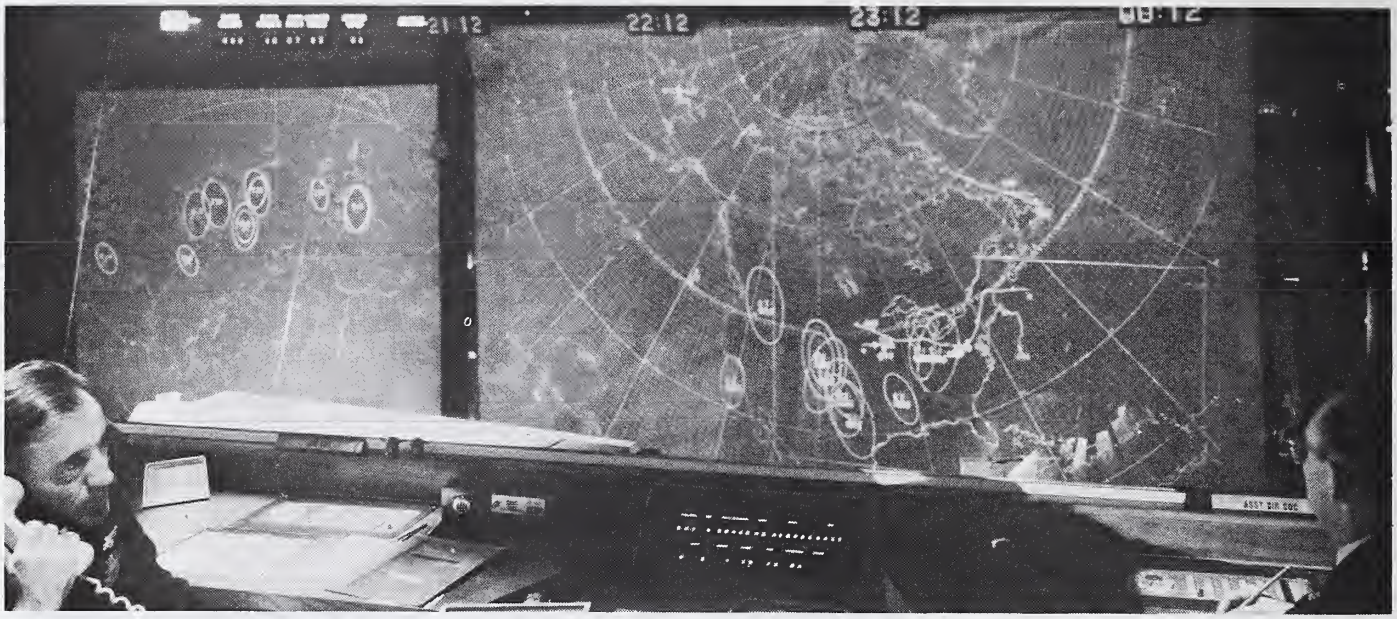
The 3rd class petty officers, seamen and seaman apprentices on *Robert Wilson's* signal bridge actually handle most of the ship's message traffic, under the direction of the communications and signal officer, Ensign Barry R. Tyo.

The procedure for sending a message begins when the signalmen get a standard message form from the ship's captain or a flag officer on the bridge. They send the message

immediately, record it in their log and report back to the bridge that the message has been transmitted.

Just what kind of messages flit back and forth at sea? There are any number of routine reports of fuel, water, position, readiness, operations, drills, requests for spare parts, or ship-to-ship queries.

Whatever the orders from the bridge, the signalmen of *Robert Wilson* have a light or a flag or a pennant to get the message across. If they don't have the appropriate flag or pennant, they'll make one—they're experts on the sewing machine, too.



Computers Make Decisions

by TSgt Charles LaCroix

IN THESE DAYS of technological advances in industry and space, the use of the computer in making decisions is playing one of the most important roles in our everyday life.

A good example in the management required and the technical skills used in an organization as large as the Air Force is one that could best exemplify a complex problem. This requires centralized management control over a world-wide operation that necessitates the making of inter-related decisions at many different levels.

The need for a constant, uninterrupted, flow of information from the wide flung activities of such a large organization as the United States Air Force provides the Air Staff with vital facts required for management purposes. The information gathered by large-scale scientific computers is used to make decisions in such areas as personnel, material, operations, finance, manpower and facilities.

Data Systems is a vital link in the military decision making process--both in providing the information for making these decisions and providing the means for acting upon them. Recent advances in techniques (research) and equipment (computers, communications, etc.) has enabled the consolidation of the decision making process within the Department of Defense.

Automated (computerized) data systems are now used in many Air Force functions: Supply, finance, personnel records, communications and command and control to name but a few.

Another example for the need of computerized data systems is the vital tactical airlift of men, equipment, cargo and material for the war effort in Vietnam. The outcome of the battle for a strategic hill or combat base could depend on the timely arrival of the supply aircraft. No other page in airlift history best describes the effort put forth than during the recent 78–day seige at Khe Sanh Vietnam, when virtually all men and equipment were airlifted to the base on a split-timing schedule. A great deal of the manual work in gathering tactical airlift information in Vietnam -- including the monitoring of more than 1,250 individual flights every 24 hours

-- will soon be taken over by automation.

Computers will also play a major role in the management of an air battle if it should ever occur with enemy forces. The North American Air Defense Command has a Combat Operations Center located deep inside Cheyenne Mountain at Colorado Springs, Colorado. Information is fed to the center from the Ballistic Missile Early Warning System, SAGE System (Semi-Automatic Ground Environment for Air Defense), and the Distant Early Warning (DEW) Line.

The output of this information is funneled to the United States Air Force Strategic Air Command and may other defense agencies in the United States and Canada in the event of a major conflict with an armed enemy. Between the input and output is a computer-based command and control system that ingests, digests and spews forth this information on request.

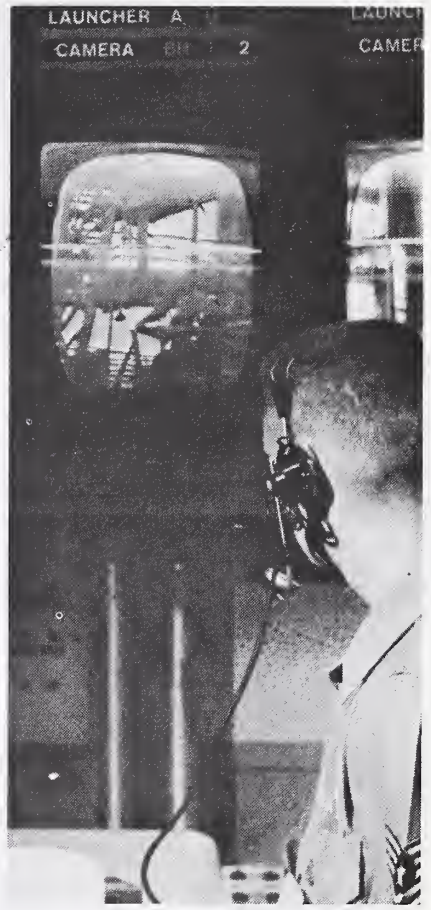
The NORAD mission is to detect, determine the intent, and, if required, to destroy enemy aircraft. Air Force technicians have been trained to do the computer programming and to maintain these programs. These technicians also maintain a great deal of the electronic equipment associated with the computers used in the NORAD Combat Operations Center.

A number of the highly sophisticated jet interceptor aircraft used by the Air Force today, can, once off the ground, be flown by the information contained in the computer, directed to its target and returned to its base of operation.

A war game is a simulation, by whatever means, of a hypothetical military situation involving two or more opposing forces. The employment of high speed digital computers permits the examination and analysis of a wide range of situations in a relatively short period of time. Computers give the commander and his planners evaluated data that will aid in decisions on weapon system selection, along with the size and type military force to be employed.

The computers that are being built today have created thousands of new jobs in the space exploration program and other activities vitally dependent on computer processing of data. Opportunities exist in the Air Force for training technicians to maintain data systems (electronic) equipment; Systems Analysts are needed to develop methods for the computers to solve information-handling problems; so are Programmers who prepare the instructions that "tell" the computers how to handle information and solve problems, and machine operators who feed the data into the computers and control their operations.

The development and construction of the computer has been called the most beneficial invention for man in



history. No other technological development has aided so many human activities in so short a time. Computers have made possible the solution of problems for which man had the ability but not the time to solve. The key to using a computer is the program of instructions which it can follow to perform a specific task.

And they call him 'Doc'.....

by SSgt Mike Mooney

THE INFANTRYMEN call him "DOC." A discription of him could encompass any physical characteristic. He is tall, short, thin and fat. He is a sportsman or a book worm. Simply speaking, he is the one person in this world who separates the wounded soldier from death on a battlefield far from home.

In the heat of battle he can be seen with his olive green bag, dodging bullets, stepping around mortar holes, hitting the dirt only to jump up and dash to another wounded comrade. Seldom does he lack in courage. Often he is commended for his lack of fear in the face of the enemy. He is called by many names---doc, corpsman or medic. He is always "Johnny on the spot" when the going gets rough.

Men who become medics are a special breed. They are not supermen. They're just ordinary youths, averaging 20 years of age, most of them blow into Army ranks by the draft. Most are high school graduates---a few have had some college education. They generally are rated above average in intelligence. They are trained at the U.S. Army Medical Training Center, Fort Sam Huston, Texas.

It's a rare trainee who arrives with any previous medical knowledge or experience. But by the time the young soldier has completed his 10 weeks at the Center, he'll know a great deal about what it takes to be a good medic.

In fact, members of the Committee on Injuries of the American Academy of Orthopedic Surgery, after a tour of the center, recently said, "Probably the best emergency medical training in the world is given at this center."

By combining live instruction with closed–circuit television systems, the

teaching staff can give individual attention to those students who need assistance. At the same time, they can assure that bright students follow lesson plans, apply techniques and study at their individual pace.

Under an informal tutoring system bright students assist slower fellow trainees. Individual companies compete for the lowest failure rate in each training cycle. Considerable off-duty time is spent by trainees, teaching staff and cadre in study and coaching sessions.

Plenty of practical work is the rule. Students go into the field for litter drill, practice in medical evacuation procedures, splinting, bandaging, diagnosing and treating wounds and common medical ailments such as upper respiratory infection, appendicitis, malaria and a good many others.

Out in the field, a trainee will be found giving "shots" to others, and getting them from the others in turn. They aren't real shots, though; harmless sterile saline solutions are used to practice giving injections.

Trainees perform and practice mouth-to-mouth resuscitation and the more advanced closed–chest heart massage techniques. They draw blood samples for making the usual hospital tests.

They learn by heart the contests of the "little green bag", until they can handle the materiels in the dark.

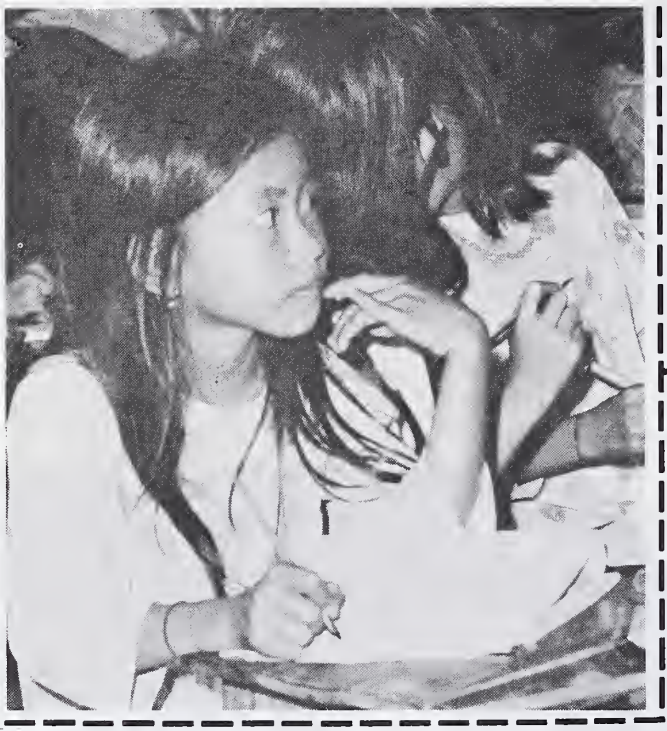
Ninetyseven percent of these young trainees graduate as competent, qualified, enthusiastic medical aidmen. At the end of their training they are assigned to military occupation skill of the medical corpsman.

All together, some 26,000 go through the school each year. There are 1,239 military members and civilian employees serving as cadre, teaching and clerical staff.

The three branches of the Training Division are the Nursing Science Branch with a staff of 15 Army nurses; the Professional Science Branch where field medicine and surgery is taught; and the Military Science Branch specializing in general military subjects. Most of the instructors are senior noncommissioned officers, all of whom have undergone training at the Center. Most have served at least one tour as a medic in Vietnam.

The "graduation" exercise in the ninth week of training is a field problem under simulated combat conditions at Camp Bullis reservation. Here, in terrain very similar to that of Vietnam, the trainee put into practice the 440 hours of instruction in emergency medical treatment he has received. He's ready now for service in Vietnam or for one of the many Army hospitals where his skills and training are needed in today's modern Army.

Yes, the infantryman calls him "doc," but in truth he is more than that. He is a U.S. Army medic--Johnny on the spot when he is needed. It takes a dedicated individual to measure up to the tradition of the medic---almost a superman. Are you good enough to make the grade?



Helping People t

Help

HELPING PEOPLE to help themselves is the goal of all civic action workers of the U.S. Military Forces in the Republic of Vietnam.

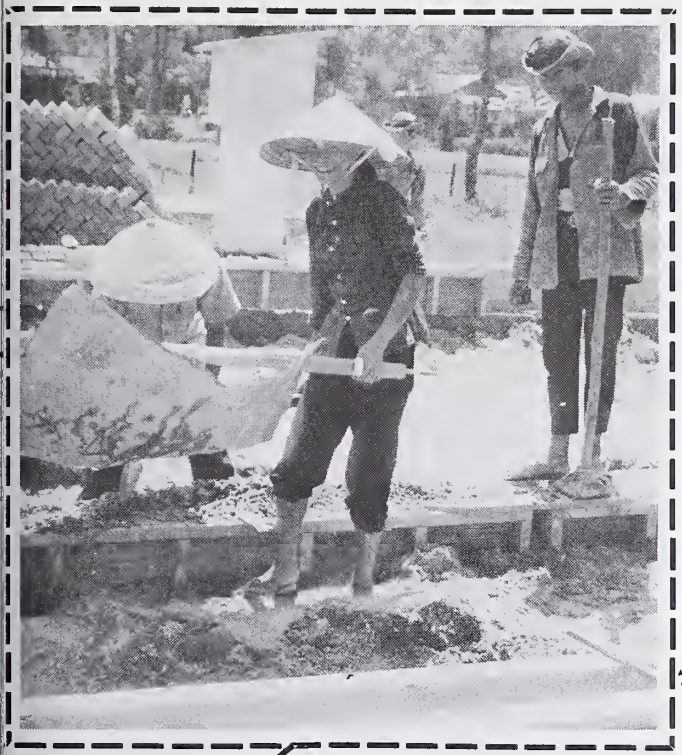
"The other face of a seemingly endless war," describes the civic action programs conducted by these forces which help Vietnamese people salvage a meaningful life out of their land which has been so ravaged by more than 20 years of war. It is an effort to provide shelter for those who have been driven from their homes by an inhuman aggressor---while providing a productive livelihood for those who have been cast about by the winds of social and economic turmoil.

It is a war being fought with trowels, hammers and nails and the firm commitment to the belief that after the war will come peace and freedom and a time when all of the Vietnames people will become productive members of a stable society.

Military Civic Action should be looked upon as both a preventive and countering measure to help prevent deterioration in a country, and also as a technique to combat the guerrilla warfare being waged by the enemy in Vietnam. Guerrilla warfare can never be effective unless it is supported, or at least passively accepted, by the people who are directly concerned with its results.

One of the largest civic action undertaking in the Republic is the Medical Civic Action Program (MEDCAP). In Vietnam where proper medical attention is almost non-existant, American doctors, nurses and medical technicians give freely of their off-duty time to make MEDCAP a success.

In addition to treating and immunizing the people of hamlets and villages around their bases and camps, MEDCAP workers distribute soap, toothbrushes and toothpaste and train the people



Themselves

in first aid, hygiene and sanitation during each visit they make.

Another extensive facet of the program is the aid to education. Through donations received from U.S. Forces throughout Vietnam, more than two million students are now attending elementary school. Many units have started scholarship funds that will enable some of the students to achieve a high education through competative examinations. Fifteen years ago only 500,000 elementary students were enrolled in school.

Youth programs co-sponsored by U.S. Forces civic action personnel and the Vietnamese schools are denying Viet Cong recruiters access to the young people while providing the country's youth with opportunities for recreation and personal advancement.

Another large-scale program sponsored by civic action centers at all locations in Vietnam is the aid to Vietnamese orphanages. The centers at each base have taken the initiative in establishing aid programs to the orphanages and special schools in their areas. These programs range from the repairing of old buildings to the construction of new ones, building of small electrical power plants, drilling of wells for fresh water, to the construction of sanitary facilities.

The Vietnamese people reward the American Civic Action Projects with smiles. Many combat troops wonder if their efforts are appreciated, but the smiles eliminate their doubts.

Civic Action programs have been exceedingly valuable in gathering intelligence information on enemy units operating near friendly hamlets and villages.

Military Civic Action is an established military technique which has re-emerged and, through its efforts, is proving instrumental in reaching new goals and objectives to help an oppressed people to build and grow in the Republic of Vietnam.

Marine Corps Bandsman

by GySgt James J. Oggerino

ON A COLD MORNING of late November, 1775, the citizens of Philadelphia turned their curious gaze upon a small but determined looking military company marching to the stirring cadence of rolling drums and whistling fifes. Lining the curb, spectators shouted and demanded to know who these men were. Hardly turning, their leader replied proudly: "Marines, man, and if you're as good as they you'll join with them."

With the passage of the years the music of the Marine Band, born of that morning's recruiting effort, has grown from the few pieces that marched the streets of Philadelphia to its present strength of more than 120 of the finest musicians in the country.

At the end of the Revolutionary War everything military ceased and the Marine Band was not heard of again until 1799. At that time President John Adams approved a bill which brought into existence the new Marine Corps and a new Marine Corps Band. It was made up of a "drum major, a fife major and 32 drums and fifes."

Little is known of the early band leaders except that they were accomplished musicians and capable military men during the stormy period of U.S. history from 1798 to the Civil War.

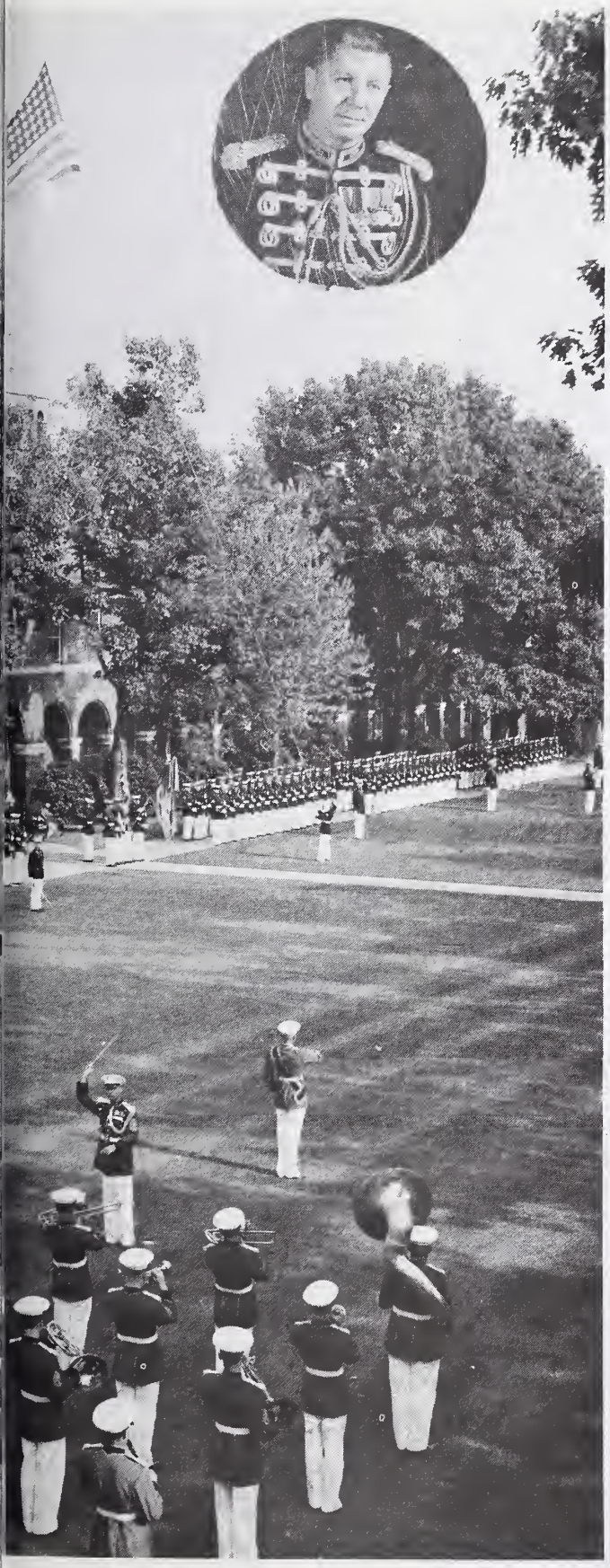
The first and most famous of the band's modern leaders was John Philip Sousa.

Back in 1868 when John was 13 years old, his father, himself a member of the Marine Band, had the youngster enlisted as an apprentice to learn the "trade of mystery of music."

Sousa's showmanship, his musical and executive ability were instrumental in making the Marine Band popular from coast to coast. Meanwhile, he became interested in writing new marches. Among others, he wrote "Semper Fidelis," "The Stars and Stripes Forever," "The Thunderer," and "The Washington Post March."

He and his father served together in the Marine Band until 1875. In 1880, John Philip Sousa was asked to return to Washington to become the 14th leader of the band. He took his new position on October 1, 1880.

In the interim between 1880 and his retirement in 1892, requests had been coming in from every part of the country for the band to play at historical celebrations. Sousa finally asked President Benjamin Harrison for permission to take the band on tours. Presidential approval of the idea was prompt. The first tour began in 1891.



Since then, Americans in every state have seen the brilliantly uniformed band in concerts so popular that communities must sign up well in advance of the desired performance date.

In its 170-year history, only 19 men have conducted the Marine Band. The present Director, Lt Col. Albert F. Schoepper, became a member of the band in 1934. His genius for organization made him the logical choice for director in 1955. Lt Col. Schoepper's direction has established a new high in the standards of excellence that have marked the band's attainments since 1798.

There are two categories of bandsmen in the Marine Corps. Members of the Marine Band, "The President's Own," located in Washington, D.C., and members of the Marine Corps Field Bands located throughout the United States and overseas.

Bandsmen in the Field Bands are Marines in every sense of the word. Upon enlistment they undergo recruit training at Paris Island, S.C., or San Diego, Calif.

Normally, during recruit training the recruit who so desires is given an audition as a bandsman. After completion of recruit training and infantry combat training, those recruits who are found by audition to have the necessary qualifications, are assigned to one of the Field Bands.

Members of the United States Marine Band are selected on the basis of musical quality alone. A man must travel to Washington, D.C., at his own expense and audition.

He must have a college degree or equal performing ability, be proficient on his chosen instrument, capable of being a soloist in his own right, and able to pass a top security check. If he passes the audition and there's an opening for his instrument, he then signs a four-year enlistment with the Marine Corps as a member of the Marine Band.

He cannot be transferred from Washington, nor from the band, and he starts as a staff sargeant. Band members are graduates of the Eastman School of Music, Curtis Institute, Juilliard and the various high schools and colleges across the country.

The following procedures should be used in applying for an audition: A letter requesting an audition should be addressed to, Director, United States Marine Band, Marine Barracks, 8th and Eye Streets, E.E., Washington, D.C. 20390. The letter should contain the following information: age (minimum age of 17), educational background, instrument(s) played, availability, personal opinion of physical condition, time and date audition requested, prior military service, professional experience, and marital status.

Upon receipt of the above information the applicant will be notified of existing vacancies or when one may presumably occur. Audition arrangements can then be completed if a vacancy exists or is anticipated in the near future.

Breakthrough of Inner Space

by JOC Milt Duby

The Coast Guard is a massive collector of highly useable oceanography data in cooperation with the research efforts of other Federal agencies and private institutions, as well as research projects in support of its own operations. At the present time the Coast Guard is engaged in 40 to 50 continuing oceanographic projects.

ABOUT THREE BILLION years ago, the temperature of the earth's crust dropped below the boiling point of water. Moisture condensed in the vast cloud cover surrounding the earth and torrential rains fell. Erupting volcanoes opened the earth's surface to water, filled with salts and minerals trapped under the surface until then. This was the beginning of our present seas.

Oceanography is the scientific study of the physical, chemical, biological and geographical properties of these seas; their boundaries above and below the surface, and their paculiarities both calm and violent.

For almost two centuries the U.S. Coast Guard has been closely linked with our country's efforts to unlock the secrets of the seas around us, and has made important military and scientific contributions through its program of oceanography. From 1790 when Alexander Hamilton, the founder of the Coast Guard, ordered the captains of his ships to "gather useful information concerning the coasts, bays, inlets and rivers of the United States", to todays interest in using satellites to assist oceanographers, the Coast Guard has been in the forefront in U.S. oceanographic efforts.

A Coast Guard cutter was dispatched to the west coast in 1848 and among her duties was the first U.S. scientific investigation of these coastal waters. In 1867, on orders from the President, the Coast Guard sent the first U.S. scientific expedition into Alaskan waters. For five months the crew of the cutter made soundings, charts, hydrographic observations, prepared sailing directions for Alaskan waters, and collected specimens of marine life.

No discussion of Coast Guard Oceanography would be completed without a look at the International Ice Patrol which provided the base for modern Coast Guard oceanographic programs. The patrol was established after the sinking of the Titanic by an iceberg in 1912. Since then the Coast Guard has patrolled these northern waters except for the years during World War II when the patrol was curtailed. Since 1913, not one life has been lost due to a ship colliding with an iceberg.

Establishment of the patrol brought a realization that effective prediction of iceberg conditions depended upon understanding the marine environment of the area. Therefore Coast Guard officers began studying the physical properties of the ice, its drift, erosion and melting; seawater and atmospheric temperature of the region. In 1931 the Coast Guard initiated airborne ice patrols. Today the Coast Guard is using modern electronic devices they have developed especially for these airborne patrols.

Coast Guard oceanographic operations span the globe. High endurance cutters, icebreakers, oceanographic ships and buoy tenders extend Coast Guard oceanographic efforts from pole to pole in the Pacific and Atlantic. They are also engaged in oceanography on the Great Lakes, the continental shelf, and in our bays, inlets and rivers.

To provide the necessary professional and technical personnel needed to manage and carry out its oceanographic programs, about four Coast Guard officers complete post graduate study each year, principally in physical oceanography. In addition the Coast Guard also has a large staff of civilian scientists. At the undergraduate level the Coast Guard Academy has an extensive course in ocean sciences and also maintains the only federally operated oceanographic technician school at the Coast Guard Base in New York City. About 75 enlisted members plus a number of civilian personnel from other government agencies complete the school each year.

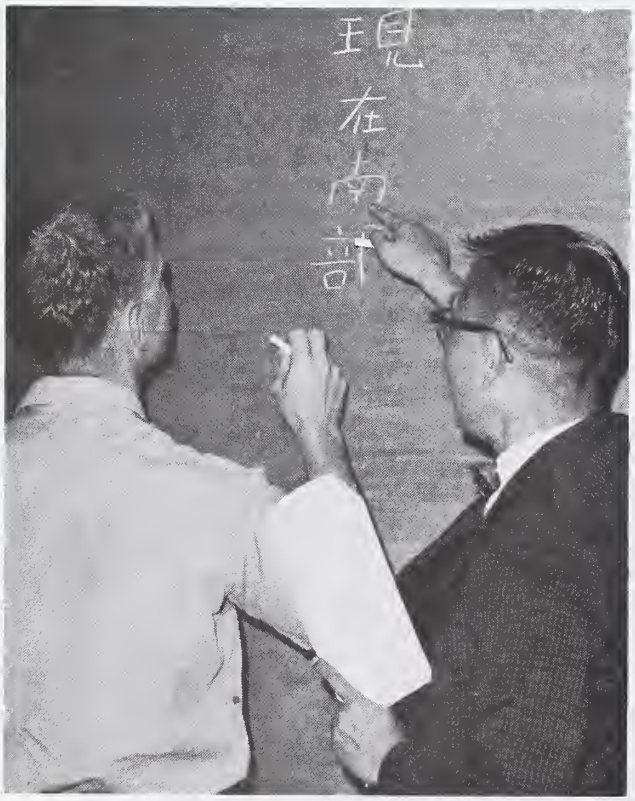
Although Coast Guard high endurance cutters do not have the extensive oceanographic equipment carried by the icebreakers and oceanographic vessels, these ships do perform vital work. Daily tests and observations as well as continuous depth soundings are made while these cutters are on Ocean Station. A program is underway to install more equipment including computers that will increase the output of oceanographic information. Each year the icebreakers make long polar cruises that offer the excellent opportunity for extensive oceanographic research. Last year the crew of the Cutter Eastwind studied the number of icebergs being produced by the major West Greenland iceberg producing glaciers. These findings were compared with previous data to determine the advance or recession of the glaciers. They also surveyed the environmental conditions affecting the discharge and drift of icebergs. At the same time in the Northern Pacific the crew of the Coast Guard Cutter Staten Island made a survey of the Chukchi and Bering Seas off the northern coasts of the Soviet Union. This study was aimed at describing the dynamics of the ocean currents of the area. Observations included temperature, saltiness, oxygen, nutrient chemistry and other scientific data.

Among the present day and future Coast Guard oceanographic missions are two which will have far reaching effect on mankind. Currently the Coast Guard is in charge of the National Data Buoy System which, when put into effect, will benefit mankind in the field of ocean transportation, agriculture, fishing, national defense, offshore mining, construction, ocean engineering, ship design, water and air pollution control, weather prediction and research.

As part of their quest for suitable marine observation and prediction systems, many federal agencies developed their own buoys as data sensing platforms. In 1966 it was recognized that the development, deployment and operation of a single national data buoy system rather than individual systems would be of great potential. A study showed that there were 78 different agencies requiring marine data for thousands of operations or research projects in the fields of national security, economy, health and safety. Now, one plan calls for the use of 150 deep ocean buoys, 290 coastal buoys, 100 inlet and river buoys and 50 research buoys. These buoys, serviced and operated by the Coast Guard at a lower cost, would furnish oceanographic information that now costs millions of dollars each year.

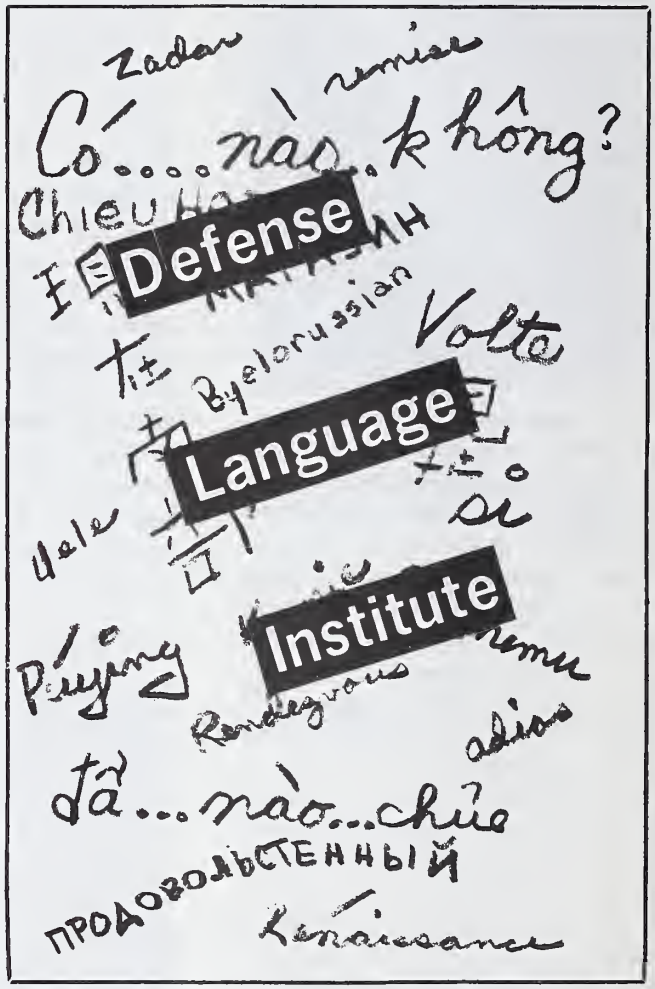
The Coast Guard is also taking part in a joint civilian-federal government venture known as "Operation Manhattan". The SS Manhattan, the largest U.S. merchant ship afloat, will attempt to prove the feasibility of employing, on a year-round basis, huge tanker-icebreakers to transport oil from the newly discovered deposits on Alaska's North Slope to refineries in the East. The route of travel would be the legendary Northwest Passage around the top of circumnavigating the North American Continent. Three cutters, the Storis, Bramble and Spar navigated the Northwest Passage becoming the first American vessels to do so. In "Operation Manhattan" the Coast Guard Cutter Northwind will escort the Manhattan through the Passage furnishing oceanographic data on ice conditions to the giant tanker.

Just as it has done during almost two centuries since its founding, the Coast Guard has been helping to advance the surveillance the Coast Guard is contributing to the vital "breakthrough" surrounding 325 million miles of "liquid space".



THE URGENT NEED for military linguists has been multiplied by the world-wide deployment of our Armed Forces and their varied missions. In spite of our modern weapons and massive power, a knowledge of languages, people and their culture is a vital instrument of peace.

Linguists are indispensable to military personnel in relations with allied countries in this age of prolonged international tensions. The ability to



communicate with our allies is necessary——and the ability to understand any potential enemy is even more important.

Thus begins the role of the Defense Language Institute——to provide military personnel with the language skills necessary to meet these requirements.

The Defense Language Institute manages the largest language training effort in the Free World——The Defense Language Program, which encom-

passes some 64 foreign languages and major dialects plus English for about 200,000 students annually. The student body is comprised of U.S. and Foreign military students.

The language courses range from Albanian and Arabic to Ukranian and Vietnamese. Languages taught at the school give the students the capability to communicate with 75 per cent of the world's population.

Learning to speak a foreign language is a skill achieved through constant practice —— learning by doing. Hence, when students enter a language course, they start speaking the language immediately, beginning with customary greeting, such as CHAO ONG or NI HAO MA, the conventional greeting in Vietnamese and Chinese.

Students spend six hours in class daily, five days a week, and must study at least three hours nightly. English is temporarily "forgotten" so that the new language can be given full concentration. Before long, students and instructor speak the "target" language at all times.

Since Russian and Chinese are considered the hardest languages to learn, these courses last a year. Those less difficult to master, such as French and Spanish, are taught in six-month courses.

Thinking of a short trip down along the Zambezi River for a crocodile hunt and wondering what language should be spoken in the event you get in a bit of difficulty?

Or perhaps you show up on a dark street corner for a meeting with a beautiful Russian spy and when you arrive she denounces you at the top of her lungs with members of the secret police standing only a few feet away.

What do you do? Hypothetical situations, though not necessarily as grim as these, are handled in "Realia Rooms" which simulate realistic locations graduates are likely to visit in foreign countries.

The purpose of each course is to train selected personnel to achieve varying degrees of proficiency in comprehension, speaking, reading, and writing in a designated language, and to provide basic military, geographic, economic, historical and political information about the country in which the language is spoken.

The student is introduced first to the phonology, or sounds of a language (always at the normal conversational speed), and inflection of the language. Classes are small, usually eight students, allowing each to participate orally to the maximum extent possible.

Graduates of the school can be found in nearly all of the foreign countries where U.S. military personnel are stationed. They serve with military attache sections at American embassies, combined headquarters such as NATO, and with military missions or advisory groups in allied or friendly countries. Still others serve with troop units overseas or in other specialized assignments.

The intense effort to produce an adequate pool of military men and women, skilled in foreign languages, is vital, for on the outcome, to a considerable degree, depends our success or failure in the struggle for men's minds.

Language is truly this nation's sidearm for peace.

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